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ABSTRACT

The University of Alaska (UAJ) consists of Juneau-Douglas Community College and Southeastern Senior College. Enrollment is predominantly part-time and largely concentrated in the community college. Personal interviews were conducted in May-June 1979 with 16 UAJ personnel and 50 citizens in six adjacent communities to identify local and University needs and to help develop recommendations for institutional improvement. Needs which interviewees identified included: programs and offerings in such fields as fisheries, forestry, and conservation of natural resources and energy; native programs to preserve and extend indigenous culture; preparatory courses for teaching, business, clerical, and engineering careers; more vigorous community planning and cooperation to strengthen UAJ's image; and aggressive student recruitment. Among 25 program and policy recommendations resulting from the interviews are the following: (1) reinforce commitment to high quality programs by evaluating teaching and through research activities; (2) develop a cooperative relationship with community agencies through conferences, vocational internships, and cultural programs; (3) survey local employment needs and opportunities to create a vocational education program consistent with the job environment; (4) expand the library as a resource center; and (5) improve campus services and facilities. (DR)

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NEEDS AND OPPORTUNITIES

An Exploratory Needs Assessment Survey

for

University of Alaska, Juneau

by

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July 2, 1979

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I. The University of Alaska, Juneau

The exploratory needs assessment survey here reported was made at the request of the University of Alaska, Juneau during the period from May 31 to June 24, 1979. In planning and carrying out the survey it has been important for the author to have some acquaintance with the University. In the paragraphs which follow he will outline a few characteristics of the University and its organization.

The University of Alaska, Juneau (UAJ) is a part of the statewide University of Alaska. It consists of the Juneau-Douglas Community College which provides lower division transfer education, career education, and community service programs for the northern one-third of Southeast Alaska, and of Southeastern Senior College which offers upper division and graduate programs for Southeast Alaska.

Chancellor Michael E. Paradise is the administrative head of the University. Campus President Vern C. Oremus of Juneau-Douglas Community College and Dean W. Russell Jones of Southeastern Senior College are responsible to Chancellor Paradise.

The Community College particularly serves Juneau and surrounding territory, an area with a population of approximately 25,000. Southeastern Senior College serves both the Juneau area and all of Southeast Alaska, a large, sparsely settled region with a total population (including Juneau) of some 50,000.

The total enrollment of UAJ for the Spring, 1979 semester was 2,542 (of whom 1,967 were part-time students), with an enrollment of 1,767 (1,258 part-time) in the Community College and one of 775 (709 part-time) at the Senior College. During the same semester students enrolled for

6,072 credit hours at the community college and for 2,398 credit hours at the Senior College. The full-time equivalent student enrollment was 405 for the community college and 160 for the Senior College.

It will be noted that the enrollment at UAJ is predominately part-time and is largely concentrated in the Community College. This, then, is a brief glimpse at UAJ, the University at which and for which the survey here reported has been made.

The author is aware of discussions--including controversy--which are taking place regarding the structural organization of UAJ. The issues involved are clearly complex. The author will make no comment on or recommendations regarding them. It is the author's hope that this report will be relevant to the needs and operation of UAJ regardless of the particular type of organization under which it functions.[1]

The author is also aware of proposals that the capital of Alaska may be moved from Juneau to some other location. This report is written on the assumption that the capital will remain in Juneau. If, at some future time, the capital should be moved (unlikely as this appears) parts of this report would need to be reconsidered and revised.

II. Purpose of Survey

The first purpose of the survey here reported is to identify important needs of Juneau and of Southeastern Alaska which the University can and should serve--needs which currently are not being met or are being met inadequately. Within the time available for this exploratory survey, it is impossible to rank needs on a priority basis. Needs will, however, be assigned priority rankings by University personnel at a later date.

A second purpose of the survey is to identify and report recommendations for the University and its programs. Although most recom-

mendations will emerge directly from comments and suggestions of citizens of the community and region, some will largely be based on the author's observations--as reflected by his experience and viewpoints.

During his work at UAJ the author has been impressed with the constructive attitude which University personnel take toward the identification of needs of the community and of the region and suggestions for the University. On more than one occasion, the term "opportunity for us" has entered into discussions. As a consequence, the author has considered changing the term "needs assessment" to "opportunities assessment." With this possibility in mind, the title of this report is "Needs and Opportunities."

III. Method of Survey

At the suggestion of University officials (a suggestion in which the author concurred), the interview method was used in making the survey. Although most of the 66 interviews were held in Juneau (16 with UAJ personnel and 33 with other citizens of the community), interviews were also held with 17 citizens in five other communities in the larger region of Southeast Alaska: Haines, Hoonah, Ketchikan, Petersburg, and Sitka. Persons interviewed were citizens selected as insightful and knowledgeable in varied fields. (For a list of those interviewed, see Appendix.)

A major focus of each interview, in many of which the author was joined by his wife, was consideration of the question: What are some of the important needs of the community which the University can and should serve? An effort was made to consider only needs which are in the realm of reality. The possibility of establishing a school of medicine in Juneau was, for example, ruled out of consideration as being beyond the realm of possibility.

Since interviews were free and open, a wide range of comments and suggestions--some not directly relevant to the identification of needs and opportunities--were made during interviews. Many of these are included in this report--a good number of them as recommendations.

During their three and one-half weeks in Juneau and in Southeastern Alaska, the author and his wife have participated in a variety of activities including: enjoying the municipal swimming pool and its adjacent sauna, patronizing hotels, restaurants, shopping, sightseeing, plane trips, using libraries, and attendance at cultural and social events and at church--and visiting with people during all of these activities. Special mention should be made of the author's attendance at a meeting of the UAJ Policy Advisory Council--a meeting which was later followed by interviews with several members of the Council. All of these situations--and others which might be mentioned--provided an opportunity to get acquainted with the community and the region, and with needs which the University might serve.

Since the survey was made during a vacation period at the University of Alaska, Juneau, the author unfortunately did not have an opportunity to get acquainted with teachers and teaching at the University.

In writing this report, the author has made an effort to reflect the views of those whom he interviewed and his understanding of Juneau and of Southeastern Alaska--all of these expressed in terms of possible value for UAJ as it plans for its future.

IV. Needs and Opportunities

In addressing the first purpose of this survey the author will--in the pages which follow--report selected needs which the University of Alaska, Juneau has an opportunity to serve.

1. The University has a need to identify the particular needs of Juneau and of Southeast Alaska which can appropriately be served by the University of Alaska, Juneau and to provide educational programs designed to serve such needs. This is directly relevant to and actually encompasses one of the major purposes of this survey. To single it out as a major need may, therefore, appear to be redundant. The author includes it in his account of needs, however, because he found that in his interviews it was repeatedly singled out and directly expressed. Representative of these expressions is the suggestion urged by one interviewee: "Meeting the particular needs of Southeast Alaska in varied important fields." In addition, the author lists below several somewhat more specific needs which interviewees suggested:

   a. Providing programs and offerings related to such fields as fisheries, forestry, the preservation of natural resources, and the conservation of energy.

   b. Providing offerings related to the particular needs of the native population, including the preservation and extension of native culture, and the preparation of natives for careers and self-management in village affairs.

   c. Providing programs of preparation--and in some instances, in-service education--for such careers as teaching, business administration, secretarial and other office positions, stationary engineers, diesel engineers, electricians, and other positions in technical and engineering-related fields.

2. The University has a need more vigorously to work with citizens of Juneau and of Southeast Alaska in program planning and operation. If the University is effectively to serve community and regional needs, it

must elicit the interest and active participation of citizens both in identifying needs and in planning how to serve them. That the University accepts the validity of this assertion is suggested by the work and functioning of te UAJ Policy Advisory Council and by other lay advisory committees which work with faculty members in several vocational education programs. The survey here reported is further evidence of the University's commitment to citizen participation in University affairs.

More extensive and more systematic citizen involvement, however, is required if UAJ is to realize its full potential. The author suggests five areas in which University-community and University-regional cooperation and work can play vitally important roles:

University-Juneau-Douglas High School cooperation. Juneau-Douglas High School annually has some 300 graduates--only from three to ten of whom attend UAJ. For all practical purposes, the University and the High School might be located hundreds of miles apart, rather than--as is actually the case--being "next door neighbors." The author has been unable to identify any viable efforts by the University to serve the particular needs of local high school graduates--or any efforts by the high school to draw upon the resources of the University. Cooperative working relationships between university and high school personnel (perhaps also including parents, high school students and recent graduates) can pay "big dividends."

University cooperation with government agencies. Repeatedly during his interviews, the author has been told that the University's "largest market" consists of government agencies (both state and federal) which have large and continuing employment needs. The University currently has extensive offerings designed both to

prepare students for intial employment in government positions and to provide in-service education for personnel in such positions. Most University offerings planned for government employees are currently in business and office-related fields--and at the community college level. Baccalaureate and Master's degree programs are, however, also offered in fields of business and management. Despite the range and quality of current offerings, the author has been told repeatedly that the nature of "the market" is such that additional extensive and systematic cooperative working relationships with government agencies can contribute notably to improving the quality of University programs (including their relevance to actual working conditions) and can certainly contribute to increasing enrollments in such programs.

University cooperation with labor. The community and region served by UAJ have a large labor force, many members of which are in positions requiring post-secondary education, particularly at the community college level. Currently most all such personnel come from the "Lower 48" states. The University clearly has an opportunity to work with labor in identifying employment needs in positions for which post-secondary education is required. Subsequently--again working in cooperation with labor--the University has an opportunity to provide preparation (in programs which are directly relevant to actual working conditions) for a selected number of such positions--a number consistent with employment needs and consistent with the University's commitment to offer only high-quality programs. In his visits with representatives of labor unions, the author gained the impression that unions will be pleased to work

cooperatively with the University in the planning and operation of career programs.

University cooperation with business. In interviews with officials of the Chamber of Commerce, the author was informed that during Chancellor Paradise's four months at UAJ, more has been done to establish cooperative working relationships with business than at any time in the history of the University. Such working relationships can clearly benefit both the University and the business community. It it to be hoped--and anticipated--that the University will continue and extend the working relationships with business which have been launched under the leadership of Chancellor Paradise.

University cooperation with native population. During the author's interviews, few, if any, subjects were discussed as frequently as the natives, their problems and needs. There is clearly widespread agreement that educational and other needs of the natives are not being met adequately--and also agreement that the University can and should play an important role in meeting such needs. These include the preparation of natives for employment; the preservation and extension of native culture; and the education of natives for meeting such problems of day-to-day living as personal and family finance and interpresonal relationships.

Representatives of native organizations--including the Tlingit-Haida Central Council, the Sealaska Corporation, and the Alaskan Native Brotherhood--express a willingness (frequently with enthusiasm) to work with the University. Clearly it is important for the University to move toward an active program of cooperative working relationships with natives and their organizations.

It should be noted that native organizations frequently have substantial sums of money available for varied programs and undertakings--including funds to support education. As a consequence of cooperative working relationships with natives and native organizations, the University can look forward to an increased enrollment of native students--and to possible financial support of projects of mutual interest to the University and to natives.

3. The University has a pressing need and opportunity to increase its enrollment. Two interviewees independently asserted, "The greatest need of the University is a strong student recruitment program." Such a program would, of course, need to be developed on the basis of vital educational offerings which are relevant to the interests and needs of prospective students.

Problems associated with providing a high-quality educational program with a University-wide, full-time equivalent enrollment of 565 (for the Spring semester of 1979) are obvious. Although low enrollment is a problem in both the community college and in the senior college, the problem is particularly acute in the senior college which had a full-time equivalent enrollment of only 160 during the Spring semester of 1979. These are among the problems which emerge as a consequence of low enrollment:

a. It is impossible to offer an extensive comprehensive educational program.

b. It is impossible to provide offerings in many fields which are of major importance to Juneau and to Southeast Alaska.

c. Under the "rule of 8" it is impossible--or at least very difficult--to announce course offerings with any certainty

that courses will be offered during the semester for which they are announced.

d. Per student costs of educating students are excessively high.

In commenting on the low enrollment at UAJ, several of those whom the author interviewed suggested that the very existence of the University is threatened by its inability to attract more students.

In other sections of this report, suggestions are made which, if followed, are likely to contribute to increasing the enrollment of the University. Given the small and widely-scattered population in the region served by the University, it is likely, however, that UAJ will continue to have critically small enrollments. Under these circumstances, the University will need to attempt to develop an effective educational program under "low enrollment conditions."

4. The University has a need to improve its image in the eyes of the citizenry of Juneau and of Southeast Alaska--and in the eyes of legislators. During his interviews, the author was disappointed as he heard a considerable number of critical, disparaging and unfriendly remarks regarding the University of Alaska at Juneau. Clearly if the University is to achieve its potential, it must have stronger community, regional, and legislative support than it now enjoys.

These are among comments made to the author by interviewees:

"The university is a disgrace. Its vast expenditure of funds is incompatible with the services it offers."

"The costs of educating students at the University are inexcusably excessive."

"Actually, Southeast Alaska does not need a university."

"Too many professors are in an early retirement syndrome."

"I would like to see the University 'get off its duff' and get into action."

"UAJ epitomizes 'low quality' for me and for most of my friends."

"The continual quarreling and bickering at UAJ is greatly harming its image with the public."

"The University should quit 'washing its dirty linen' in public."

"The only things I hear about the University relate to deficiencies and controversy."

There appears to be a good deal of concern about the extent to which the University has 'dirty linen' and about the extent to which it 'washes' such linen in public. An example of the public 'washing of dirty linen' to which several interviewees referred is the widespread (not only mailings but also general distribution through supermarkets and other stores) of the June 1, 1979 issue of Vanguard. This publication is 'generous' in reporting deficiencies and problems, controversy and bickering at UAJ. In a somewhat different vein, one interviewee asserted, "My image of the University suffered when I read Vanguard--particularly when I noted the low quality of writing in much of the publication, and when I realized that this writing had been done by University professors."

The author recognizes that Vanguard is in no sense a publication of the University. It is a publication of Alaska Community Colleges' Federation of Teachers for which the University has no responsibility and over which it has no control. Vanguard is, however, an often quoted example of "washing the University's dirty linen in public"--along with news reports in the press and on radio and TV.

The author makes no pretense of judging the accuracy of the critical comments he has reported. He does, however, observe that these comments appear to reflect a too-frequently expressed, unhealthy public image of the University. It is clear that if such an image is widely held, the University will suffer a continuing lack of public support.

Improving the public image of the University is a must. Such improvement is, of course, more than a public relations gimmick. The University will clearly need to examine and analyze criticisms and, when possible, to correct conditions which represent deficiencies.

5. The University has a need to develop a high-quality program in fisheries which is adapted to the needs and requirements of Juneau and of Southeast Alaska--and indeed, of the state and of other sections of the nation. No single program has been mentioned in interviews as frequently as the University's program in fisheries. It is the author's impression that the statewide University of Alaska (with widespread support in the Alaska legislature) recognizes the importance of fisheries education and research. It is the author's further impression that UAJ has been singled out (to avoid needless costly duplication of services) as the institution within the statewide University in which a major program in fisheries will be developed.

It should be noted that a fisheries program has already been launched at UAJ--a program which has attracted the enrollment of a number of out-of-state students. It should also be noted that UAJ appears to be located in a community and region which provides an excellent environment for the development of a superior program in fisheries.

Several interviewees suggest that the fisheries program is excessively costly in view of the fact that few students are enrolled in the program--

and it is expensive. Others note that as a result of admitting (and indeed encouraging) out-of-state students, the taxpayers of Alaska will be responsible for program costs which may not directly benefit the state of Alaska.

The author is however, impressed by contrary viewpoints which note that UAJ is committed to the development of high-quality educational programs--and that the program in fisheries (which is well underway and which apparently enjoys widespread statewide support) provides an opportunity for developing a program of unquestioned excellence which can enhance the reputation of the University and can also have an important "splash-over value" in encouraging and aiding the development of other high-quality offerings within the University.

Clearly the University of Alaska, Juneau has a need to develop a high-quality program in fisheries.

The needs and opportunities for service by UAJ which have been reported represent major needs which have come to the attention of the author during the survey. These do not, of course, represent an exhaustive or complete list of needs for service which confront the University. The compilation of such a list is beyond the scope of the present exploratory survey. It is the judgment of the author, however, that the needs which have been noted are important and can--along with the recommendations which follow--provide a viable basis for immediate and long-term planning at the University of Alaska, Juneau.

V. Recommendations

A second purpose of this survey (in addition to identifying important needs of Juneau and of Southeast Alaska which the University can and should serve but which currently are not being met or are being met

inadequately) is to identify and report recommendations designed to improve the University and its program. In the pages which follow, the author presents recommendations for the consideration of appropriate University personnel:

1. Offer only high quality programs. The University must clearly be committed to quality education. And yet the University is tempted to offer a wide variety of programs the range and nautre of which may spread the resources of the University too thin. This danger must be avoided.

2. Establish cooperative working relationships--directed toward program planning and operation--with selected citizens and groups of citizens in Juneau and in Southeastern Alaska. This recommendation emerges directly from needs and opportunities identified earlier in this report.

3. Explore and exploit opportunities for cooperative working relationships with other educational institutions. Earlier mention has been made of cooperation between the University and Juneau-Douglas High School. Mention should also be made of cooperation with other colleges and universities within the statewide University of Alaska. Cooperation within the statewide University can reduce the unnecessary duplication of offerings and, in addition, can--upon occasion--provide an opportunity for sharing the services of personnel.

Opportunities for cooperation with private institutions of higher education should also be sought. Several interviewees have suggested the possibility of cooperative work with Sheldon Jackson College. Sheldon Jackson, the author is told, has made important advances in identifying the needs of native Alaskans and of providing for such needs

in its curriculum. UAJ may well be able to draw upon the experience of Sheldon Jackson in this field. The suggestion has also been made that UAJ and Sheldon Jackson might establish cooperative working relationships between their fishery programs--to the advantage of both instituions.

4. Arrange for an increasing number of community agencies and organizations to hold meetings at the University.

5. Provide more adequate (in terms of both number and quality) classrooms, laboratory, and shop facilities.

6. Provide on-campus eating facilities and other amenities at the Auke Lake Campus.

7. Take steps to make it possible for the University of Alaska, Juneau, to enter into contracts currently assumed by out-of-state agencies and to perform appropriate services which are currently performed by profit-making business organizations. The Tlingit-Haida Central Council has recently entered into a contract with the University of Washington to offer a series of seminars on management training. If UAJ were qualified to offer such seminars (and these seminars are clearly consistent with the mission and purposes of the University) funds now going out-of-state, could have remained in the state--and could have indeed been added to the coffers of UAJ. In addition, the offering of such seminars could enhance the reputation of the University and could contribute to effective working relationships between the University and an important native organization.

The author is informed that profit-making, private business organizations frequently offer training seminars--and at a high cost--for government and other personnel. Many of these seminars are consistent with the mission and purposes of the University and could be offered by

the University if qualified personnel were available. The offering of such seminars could provide an important source of income for the University--and again could enhance its reputation and also provide a basis for effective working relationships between the University and important community and regional agencies and organizations.

A program which involves systematic efforts to enter into contracts in the field of education and the offering of short-term income-producing seminars can have important values for the University. The success of such a program will obviously depend on the qualifications of University personnel.

8. Consider the sharp expansion and extensive use of non-traditional education at UAJ. This was a frequent suggestion made by those whom the author interviewed during the survey. The University faces difficult problems as a consequence of its low enrollment (and, a resulting inability to provide widely-varied course offerings adapted to the needs of individual students) and, of its responsibility for serving a widely-scattered, sparsely-settled region. Clearly the provision and delivery of education becomes difficult under such circumstances. The extensive and effective use of non-traditional education--including, for example, self-paced, individualized instruction and the use of technological aids to learning--may well contribute to the resolution of these problems. Widely varied possibilities would, of course, need to be considered in entering into a program of non-traditional education.

Several suggestions (in addition to general suggestions regarding self-paced, individualized instruction and regarding the use of technological aids to learning) of possibilities were made during the survey. Two of these will be mentioned. Several interviewees suggested the use of the

legislature's teleconference network as an aid to delivering education to outlying regions, and from one interview came the suggestion that UAJ enter into a working relationship with a University that has extensive and high-quality correspondence courses to meet the requirements of individual students when courses are needed but when the number of students involved is not large enough to warrant organizing a class.

Regardless of what plan or plans (if any) of non-traditional education may be adopted at UAJ, it is essential to avoid the pitfall of over-mechanized teaching. Personalized instruction--including direct work with professors--is clearly a must.

In discussing and considering the use of non-traditional education at UAJ, it should be noted that Chancellor Paradise has come to UAJ from the presidency of a college which has established a national reputation in the use of non-traditional education.

9. Make greater use of the library in teaching. This recommendation is closely related to #8 above, for the library can and should have an important role in any plan of non-traditional education. The shelves at the UAJ library are crowded with many of the best thoughts of the greatest minds and the greatest teachers of all ages. It is wasteful indeed to fail to utilize the services of these teachers to the fullest, regardless of what plan of teaching may be used.

When, as is planned, the library becomes a learning resource center--which includes varied audio-visual aids to learning, as well as printed materials--it can sharply increase its contributions to the instructional program of the University.

10. Re-examine the role of research at UAJ. Research is, and clearly must be, a responsibility of the University. Its importance

must be emphasized. Currently, senior college professors have a reduced teaching load to provide time for research. It is important to determine what is done with this "reduced load," and particularly to determine the nature, quality, quantity and importance (hopefully including its relevance to Alaska--and particularly perhaps to Southeast Alaska) of such research as is done.

11. Identify, analyze and, when possible, resolve issues involving practices at UAJ on which there are dramatically opposite views in the University and/or in the community or region served by the University. During the survey the author encountered a number of situations in which different interviewees took completely different positions on selected practices at UAJ. A few of these are listed below:

The Arts At The Univerity

Two observations: "An important gap in the offerings of the University is in the field of the arts: music, art, theatre arts, and dance."

"Expand offerings in the arts. Such an expansion can lead to increased support of UAJ by influential leading citizens."

A contrary view: Having more offerings in the arts would be waving a 'red flag' in front of many legislators who are likely to regard the arts as 'frosting'. They would prefer an emphasis on 'dollars and cents' career programs geared to the needs of the community and region served by UAJ."

The Employment of Native Teachers at UAJ

An observation: "If the University wishes to attract native students and serve their needs (including establishing empathy with such students), it should employ more native professors."

A contrary view: "It is unnecessary to employ native professors. In fact, making 'nativity' a criterion for employment may label such professors and prove to be a divisive factor for natives--both students and faculty. The important criterion is high quality professors with a genuine interest in and a capacity to work with individual students--native or Caucasian."

Apprenticeships Provided By Industry With the Cooperation of Labor

An observation: "Apprenticeships provide excellent vocational education. They can supplant many--and perhaps most--community college career programs."

A contrary view: "Apprenticeships cannot meet the requirements of career education. Unless coordinated with and supported by vocational education, apprenticeships are totally inadequate."

Hours of Scheduling Courses

An observation: "Some of the most valuable courses are scheduled during day-time hours and are, therefore, not available to those of us who are employed and can take courses only at night."

A contrary view: "Some of the most important courses are taught only in the evening. This creates a problem for my daughter who wishes to enroll as a full-time liberal arts student at UAJ."

Nature of Programs in Fisheries

An observation: "The demand for fishery employees is for those who have received training at the community college level--certificate or associate degree students. There are few opportunities for fisheries employees educated at the baccalaureate and master's degree level.

A contrary view: "Fishery personnel with bachelor's and master's degrees are needed. The numbers may not be as large as at the certificate or associate degree level, but they are greatly needed for leadership and research. All bachelor's degree and master's degree graduates of the UAJ fisheries program have been placed in fishery-related positions."

Training for Officials of Native and Other Small Villages

An observation: "There is a great need for training for village officials: mayors, managers, clerks, for example. It is important for UAJ to provide such training for officials in villages in Southeast Alaska."

A contrary view: "There are too many programs (Tlingit-Haida, CETA, Alaska Municiapl League, and others) of training for village officials. Programs overlap and are repetitious. No more are needed."

12. Take all possible steps to "stem the flow" of Southeast Alaska students to universities in other states or in other sections of Alaska. Implementation of this recommendation will require the implementation of many of the recommendations made in this report.

13. Provide ample and conveniently located residential facilities for students.

14. Develop and offer a strong four-year liberal arts program for full-time students. An important part of such a program must be a dependable class schedule which will enable students to plan their programs with assurance that courses they require will be offered when and as announced in the University class schedule.

15. Examine the need for health education and health services in the University and in the community and region served by the University. Training emergency health personnel and training vocational nurses are among the suggestions made by interviewees. Instruction in health education for University students was also suggested.

16. Provide expanded offerings in alcohol education--particularly through the Division of Community Service. Interviewees repeatedly referred to the abusive use of alcohol in Southeast Alaska and suggested that the University give increased attention to the need for alcohol education.

17. Consider providing offerings in Asian affairs at UAJ. Several persons whom the author interviewed suggested a need for offerings in Asian affairs. In the words of one interviewee: "The future of Alaska will largely depend on our understanding of and our relationship with Asia." The author is unable to evaluate the importance and validity of this recommendation. The fact that it was proposed several times, however, leads him to suggest that it be considered.

18. Expand and increase the efficiency of the use of UAJ field coordinators. Field coordinators can clearly contribute to the delivery of education to outlying communities in Southeast Alaska. The author was particularly impressed with the enthusiasm and leadership--including an interest in UAJ and its program--of one coordinator with whom he

visited and whose work he observed. In another community, a man whom the author interviewed had a critical tone in his voice as he remarked in referring to the position of coordinator, "It is important to have in this position a qualified educator who is also an interested promoter.

19. Offer concentrated (perhaps conferences or short courses through the Division of Community Service) relevant education during winter periods of high unemployment in villages. It is widely recognized that opportunities for education in the villages of Southeast Alaska are limited. It is also recognized that during winter months, villages have high (often alarmingly high) unemployment. Several interviewees suggested that the University can perform an important service by offering "winter education" for those who are unemployed. Such offerings would, of course, need to be widely publicized, and they would need to be relevant to the needs and interests of prospective students.

20. Consider making a larger use of qualified part-time teachers. Qualified teaching personnel are available in large numbers, and part-time teachers are currently playing an important role at UAJ, both in Juneau and in outlying communities. Suggestions are made, however, that even more use be made of such teachers--particularly in outlying communities. In one village an interviewee, for example, observed, "University offerings here can be expanded and improved by the greater use of local talent in teaching."

Recognizing the difficulty of finding qualified part-time teachers when a need for them arises, one interviewee--also in a village--observed, "I suggest that the University build (using the services of field coordinators) resource files of available qualified teachers in local communities. UAJ can then employ them when there is a need for the courses they are qualified to teach.

21. Consider expanding and strengthening University services to senior citizens. Since the senior citizen population of Juneau and of Southeast Alaska is relatively small, there is little pressure for increased University service to the elderly. It should also be noted that the University already provides a "Senior Citizen fee waiver" under which Alaskan residents 60 years of age or older may enorll without charge in UAJ classes for which they are qualified and in which space is available. Two suggestions for improving service to the elderly have, however, been made during the survey:

a. Give greater publicity to the senior citizen fee waiver plan and encourage the elderly to take greater advantage of it.

b. Offer instruction (perhaps through conferences or workshops sponsored by the Division of Community Service) on preparation for retirement and on retirement living.

22. Give increased attention to programs which prepare students for earning a livelihood and for upgrading the services of employed personnel. Several more specific recommendations in this report can contribute to the activation of this proposal. A number of interviewees reported that the University offers career programs which are not directly relevant to conditions of employment in occupations for which they are preparing. In particular, some programs are criticized as being over theoretical. This condition should be corrected.

23. Engage the services of a recognized leader in vocational education to make a survey of occupational trends and employment needs in Juneau and in Southeast Alaska and to make recommendations regarding a vocational education program for UAJ which will respond to the employment needs of the community and region. During this survey, interviewees have recommended

a need for career education in a multiplicity of fields. The number recommended is far beyond the realm of possibility for the University. An employment needs survey can provide a basis for the development of a sound program of career education which is adapted to the needs of the community and region served by the University.

24. Engage the services of a recognized leader in business education to make a survey of employment needs--(including needs for in-service education) in business, office, and management positions--for Juneau and Southeast Alaska, and to make recommendations regarding a business and management education program for UAJ which will respond to the employment needs of the community and region. With the heavy concentration of government employees (both state and federal) in Juneau--most of them in business, office, and management positions--an outstanding program of business and management education is needed at the University. The survey and recommendations which are here here proposed could clearly contribute to the development of such a program.

25. Make provision for a continuing and continual needs assessment survey at UAJ. The University is clearly committed to developing educational programs which are directly relevant to the needs of the community and region which it serves. This conclusion is supported by the organization and functioning of the UAJ Policy Advisory Council, by the sponsorship of the exploratory needs assessment survey here reported, and by repeated pronouncements of University officials. If the University indeed proposes to serve the needs of Juneau and of Southeast Alaska, a continuing and continued needs assessment is--since needs do change--a must. Needs assessment is clearly a process, not an event.

VI. Conclusion

As he comes to the conclusion of this report, the author has the impression that he has written a basically negative report. In this connection it should be noted that the author was actually invited to write such a report--for he was commissioned to identify the needs--shortcomings, if you will--of the University and to make recommendations for the improvement and strengthening of the University. A report responsive to such a commission might appropriately be negative in character. And this report is clearly critical and negative in tone and content.

There is, however, another reason for such a critical report as the author has written. It is this: UAJ has a substantial number--more than its share, it would seem--of needs, problems, and deficiencies. The author has attempted to identify and report the most serious and significant of these. In reporting these the author has been constructive in intent and hopefully in tone. In other words, needs, problems, and deficiencies have been reported and recommendations made for use as a basis for strengthening and improving the University of Alaska, Juneau. It is the expectation of the author that the needs which have been identified and the recommendations which have been made can and will be used as a basis for both short-term and long-term planning at UAJ.

The author wishes to note that despite the critical and negative nature of this report, he recognizes that the University has a variety of important strengths and assets. These include a significant number of friends and supporters in Juneau and in Southeast Alaska--including in the Legislature; several programs, such as those in education and in business (particularly as related to the preparation and upgrading of

government employees), which are performing important services for the community and region served by the University; a nucleus of community field coordinators with a potential for contributing increasingly vital and effective educational services in outlying communities; the recent acquisition of the "Harbor Property" which is to be developed into a facility for several career education programs; and plans and projections for high quality programs in selected fields such as fisheries. Mention should also be made of apparently able and devoted administrative leadership within the University. Special mention should be made of Chancellor Paradise who in a few short months has made an important impact on the University and on the community and region which it serves.

The author hopes for and anticipates notable important advances and improvements at UAJ--in both the immediate and long-term future.

Footnote

[1]As the author is in the process of completing the writing of this report, he learns that Chancellor Paradise has recommended to the Alaska Board of Regents a plan under which the present community college and senior college will be dissolved and a new four-year institution created to replace them. If the recommendation is accepted, much of the controversy within the University may be eliminated.

Appendix

(Persons Interviewed During Survey)

A. At University of Alaska, Juneau

Ackley, Randall
Director, Division of Arts and Sciences
Juneau-Douglas Community College

Brown, Steve
Coordinator, Division of Public Service
Senior College, UAJ

Gard, Richard
Head, Division of Fisheries and Natural Sciences
Senior College, UAJ

Jones, Russell
Dean, Senior College
University of Alaska, Juneau

Metty, Mike
Director, Division of Community Services
Juneau-Douglas Community College

Moorman, Mike
Coordinator, Division of Management Science
Senior College, UAJ

Munro, Connie
Division of Public Service
Senior College, UAJ
Community Leader

Oldaker, Lawrence Lee
Coordinator, Division of Education
Senior College, UAJ

Olson, Wally and Mrs.
Instructor, Division of Arts and Sciences
Juneau-Douglas Community College

Oremus, Vern
President, Juneau-Douglas Community College
University of Alaska, Juneau

Paradise, Michael
Chancellor, University of Alaska, Juneau

Schorr, Alan
Director, Library
University of Alaska, Juneau

Seguine, Larry and Mrs.
President, Student Body
University of Alaska, Juneau

Stell, Robbie
Director, Division of Business
Juneau-Douglas Community College

B. In the City of Juneau

Abel, Don
Regent, University of Alaska
Secretary, Board of Regents

Adelmeyer, Sharon
League of Women Voters

Bailey, Alan
Training Officer
Alaska Division of Corrections

Banfield, Mildred
Regent, University of Alaska
Board of Regents

Borbridge, John and Mrs.
Former President,
Sealaska Corporation

Borbridge, Sandra
Director, Economic and Social Develc ment
Tlingit-Haida Central Council

Bradley, Janet
Assistant Director, Human Rights Commission
Vice-President, UAJ Policy Advisory Council

Brand, Crystal
Training Manager
Division of Economic and Social Development
Tlingit-Haida Central Council

Corey, Karen
Special Assistant to the Governor

Darlin, Marie
Training Officer
Bureau of Indian Affairs

Deater, Earl
Field Representative
International Union of Operating Engineers

Duncan, Jim
State Representative

Fremming, David
Executive Vice-President
Juneau Chamber of Commerce

Grummett, Jean
Proprietress, Baranof Bookstore
Member, UAJ Policy Advisory Council

Hunt, Rev. Milton
Pastor, Resurrection Lutheran Church
President, Juneau Ministerial Alliance

Loescher, Robert
Lands Manager
Sealaska Corporation

Lundell, Glenn
Deputy Commissioner
Alaska Department of Labor

Miller, Marilyn
Director of Program Services
Alaska Municipal League

Miller, Mike
State Representative

Nyholm, Kurt
House Painter

Overstreet, William
Mayor of Juneau

Paddock, Ray, Jr.
President, Central Council
Tlingit-Haida Indians of Alaska

Plummer, Sioux
Teleconference Network
Capitol Building, Juneau

Ray, Bill
State Senator

Richards, William
Chief Steward, Local 71
Laborers International, AFL-CIO

Scott, David
Fiscal Analyst, Alaska Legislature
Division of Legislative Finance

Szepanski, Donald
Guidance Counselor
Juneau-Douglas High School

Troeh, Paul
President, UAJ Policy Advisory Council
Deputy Director, Workmen's Compensation
Alaska Department of Labor

Webb, James
President, Juneau Chamber of Commerce

Widmark, Emma G.
Career Education Coordinator
Southeast Agency of the Central Council
Tlingit-Haida Indians of Alaska

Winegar, Mar
City Manager of Juneau

C. In Outlying Communities of Southeast Alaska

Cusak, Thomas
Assistant Superintendent of Schools
Ketchikan Gateway Borough School District

Enos, Rodney
President, Ketchikan Community College

Fader, Carroll
Ketchikan Gateway Borough Mayor
Associate Superintendent of Schools

Freeman, Oral
State Legislator, Ketchikan

Gutherie, Victor
Director, Petersburg Indian Association

Haugen, Ernest
State Representative Petersburg

Heinmiller, Lee
Executive Vice-President
Indian Arts, Inc., Haines

Holloway, Hugh
President, Sheldon Jackson College
Sitka

Hughes, Don
Commanding Officer
Salvation Army, Hoonah

Jackson, Nathan and Mrs.
Tlingit Artist, Wood Carving and Jewelry
Ketchikan

Knapp, Dave
President, Sitka Community College

Lum, William
Assistant Commanding Officer
Salvation Army, Hoonah

March, Vivian
Community Education Coordinator
Haines

Murphy, Miles
Mayor of Hoonah

Soboleff, Walter
Grand President
Alaska Native Brotherhood

Ward, Karl
Former Superintendent of Schools (Retired)
Haines

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